DOCUMENT RESUME

ED 282 943 UD 025 537

TITLE	South Shore High School Project JOBS 1985-1986. OEA Evaluation Report.
INSTITUTION	New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE	Mar 87
GRANT	G00-3BM3-0070
NOTE	32p.; Prepared by the OEA Bilingual Education Evaluation Unit. Appended table contains light, broken type.
AVAILABLE FROM	Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Bilingual Education Programs; Career Education; Chinese Americans; Economically Disadvantaged; *English (Second Language); Haitians; High Schools; *Immigrants; Limited English Speaking; *Mainstreaming; *Native Language Instruction; Program Effectiveness; Urban Schools
IDENTIFIERS	Cultural Adjustment; *New York (Brooklyn)

ABSTRACT

Project JOBS (Job Opportunities for Bilingual Students) is a Title VII-funded project providing English as a second language (ESL) and content area and career-related instruction to students of limited English proficiency (LEP) at South Shore High School and James Madison High School in Brooklyn, New York. In 1985-86, Project JOBS was in the third year of a 3-year funding cycle and served a total of 253 LEP students. Haitian speakers were the largest group at South Shore, and Chinese speakers were the largest group at Madison. ESL and career-related instruction were offered at both sites, and bilingual content-area and native language arts courses were offered at South Shore. Project JOBS had two main objectives: (1) to assist and encourage students to complete high school requirements; and (2) to orient and train students in job-related skills. The project was transitional in nature, emphasizing the acquisition of English language skills and, ultimately, mainstreaming. Program objectives in English language mastery, reading, native language arts, career awareness and career-related courses were met and surpassed. The attendance rate for program students exceeded the school-wide attendance rate. Both schools could more effectively assist the group enrolled in the greatest number at each school if Madison referred its Haitian students to South Shore and South Shore referred its Chinese students to Madison. (KH)

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SOUTH SHORE HIGH SCHOOL

PROJECT JOBS

1985-1986

OEA Evaluation Report

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O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: G00-3BM3-0070

SOUTH SHORE HIGH SCHOOL

PROJECT JOBS

1985-1986

Principal:
Mrs. Rina Stempel

Project Director:
Mr. Alberto Bursztyn

Prepared by the
O.E.A. Bilingual Education Evaluation Unit

Armando Cotayo, Evaluation Manager
José J. Villegas, Evaluation/Planning Specialist
Shelley M. Fischer, Evaluation/Planning Specialist
Margaret H. Scorza, Editorial/Production Coordinator
Arthur Lopatin, Evaluation Consultant
Ana L. Martinez, Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

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A SUMMARY OF THE REPORT

In its third year of a three-year funding cycle, Project JOBS is a Title VII-funded project providing English as a second language (E.S.L.), content-area, and career-related instruction to 92 students of limited English proficiency (LEP) at South Shore High School in Brooklyn, and, for the past one-and-one-half years, to 161 LEP students at James Madison High School, also in Brooklyn. Haitian speakers were the largest group at South Shore, and Chinese speakers were the largest group at Madison. Spanish speakers were the project's third largest language group. The project provided E.S.L. and career-related instruction at both sites. In addition, bilingual content-area and native language arts courses were offered at South Shore.

Project JOBS sought to accomplish two basic objectives: to assist and encourage students to complete high school requirements, and to orient and train students in job-related skills. The project was transitional in nature, emphasizing the acquisition of English language skills and, ultimately, mainstreaming.

Title VII funds supported administrative, support services, and paraprofessional staff positions. The program's instructional component was funded by tax-levy monies.

Program objectives were assessed in English language achievement (Criterion Referenced English Syntax Test [CREST] and the New York City Reading Test); native language arts, career-awareness, and career-related courses (teacher-made tests); and attendance (school and program records).

Quantitative analysis of student achievement data indicates that:

-- In both the fall and spring semesters, students surpassed the program's CREST objective, with mastery rates of 1.3 in the fall and 1.0 in the spring.

-- The nine students for whom information was supplied made significant gains on the New York City Reading Test.

-- Program students enrolled in native language arts courses attained a passing rate of 97.4 percent in the fall and 94.1 percent in the spring, thereby surpassing the program objective both semesters.

-- The passing rate of students enrolled in career awareness and employment-related courses was 90 percent in the fall and 82.5 percent in the spring, thus surpassing the program objective both semesters.

-- The attendance rate for program students was 89.1 percent, approximately 16 percentage points above the schoolwide attendance rate. This difference was statistically significant, and met the program objective.

South Shore and Madison High Schools could improve their ability to assist the group that is enrolled in the greatest number at each school if Madison referred Haitian students to South Shore and South Shore referred Chinese students to Madison. This way all Haitians could receive native language instruction at South Shore and a Chinese teacher might be hired at Madison.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into reports. Joseph Rivera, Marcia Gilbert, Bruce Roach, Gladys Rosa, and Martin Zurla have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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SOUTH SHORE HIGH SCHOOL
PROJECT JOBS
(Job Opportunities for Bilingual Students)
(1985-1986)

Location:	South Shore High School 6565 Flatlands Avenue Brooklyn, New York 11236 James Madison High School 3787 Bedford Avenue Brooklyn, New York 11229
Year of Operation:	Final year of a three-year funding cycle
Languages of Instruction:	French/Haitian Creole, Chinese, and Spanish
Number of Participants:	92 at James Madison High School 161 at South Shore High School
Principals:	Rina Stempel (South Shore) Norman Fisher (James Madison)
Project Director:	Alberto Bursztyn (South Shore)

I. PROGRAM OVERVIEW

In 1985-86, Project JOBS (Job Opportunities for Bilingual Students) was in its final year of a three-year Title VII grant. Project JOBS functioned exclusively at South Shore High School in Brooklyn during its first year of operation. In 1984 James Madison High School (also in Brooklyn) became the project's second site.

South Shore and James Madison High Schools are in the Midwood-Canarsie section of Brooklyn, a middle-class neighborhood that has many older white residents who have few children of public school age. In 1985-86, the student body at South Shore totaled about 3,627. Of these, 57 percent were white, 34 percent black, (including Haitians), 6 percent Hispanic, and

4 percent Asian. Of the school's 44 Hispanic students, 16 percent were classified as being of limited English proficiency (LEP). Of the 221 students speaking other foreign languages, 56 percent were classified as LEP.

During the same period, Madison's enrollment was 3,159, of which 52 percent were white, 33 percent black (including Haitians), 9 percent Hispanic, and 5 percent Asian. (The remaining students were American Indians.) Of the school's 209 Spanish-speaking students, 20 (9 percent) were classified as LEP. Of the 350 students speaking other foreign languages, 111 (32 percent) were classified as LEP.

Project JOBS' general aim was to prepare low-income high school-age immigrants for gainful employment. Because schooling is vitally necessary to enter the world of work, JOBS stressed the importance of obtaining a high school diploma. And since academic failure is the most common cause of dropping out, the project staff sought to instill a belief in their own potential for academic success in adolescents who were linguistically at risk. The project also sought to develop a positive job orientation among students.

Over the years, the project served a diverse population of foreign-born students, including Haitians, Chinese, Hispanics, Koreans, Israelis, and Southeast Asians. This year, 43 percent of the project's 241 students were Haitian, 16 percent were Chinese, 12 percent were Hispanics, and 11 percent were Israelis.

Eligibility for Project JOBS was determined by scores on the Language Assessment Battery (LAB) and the Criterion Referenced English Syntax Test (CREST), parental request, teacher recommendations, and interview with the

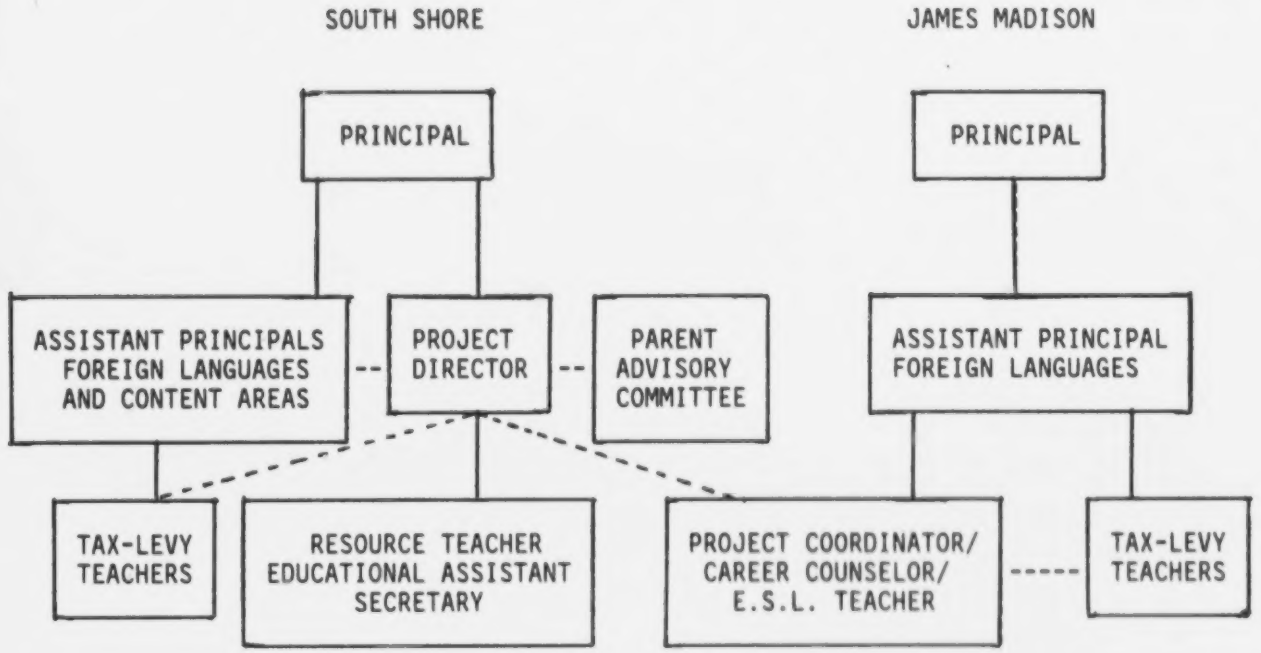
grade advisor. A score above the twenty-first percentile on the LAB normally disqualified an applicant.

Title VII funds supported the positions of a project director, resource teacher, career counselor, educational assistant, and secretary on a full-time basis at South Shore High School; Title VII also funded a part-time project coordinator for the Madison site. (Figure 1 presents the organization of Project JOBS.) All of these personnel were licensed or certified for their titles. The project director had master's degrees in educational administration, educational psychology, and science education, plus eight years of experience in bilingual education. The career counselor, resource teacher, and the bilingual content-area and E.S.L. teachers all had three or more years of teaching experience; most had master's degrees. The project's classroom teaching staff was supported by tax-levy funds. (See Appendix A for complete details of staff characteristics.)

Project JOBS offered beginning, intermediate, and advanced levels of E.S.L. instruction during both the fall and spring semesters. At South Shore, during the fall, 35 project students were enrolled in beginning E.S.L.; 70, in intermediate E.S.L.; and 35, in advanced E.S.L. During the spring, E.S.L. enrollments were 55, 45, and 45, respectively. At Madison, 34 students were enrolled in beginning E.S.L.; 34, in intermediate E.S.L., and 34, in advanced E.S.L. during both semesters. E.S.L. classes met for two periods a day at both schools.

FIGURE 1

Program Organization



_____ Direct Supervision

---------- Collaboration and Communication

In addition, South Shore offered native language arts (Haitian-Creole) and bilingual content-area courses. In both fall and spring, 90 students (of whom 80 were members of Project JOBS) were enrolled in three classes of native language arts. Bilingual content-area classes offered in the fall consisted of mathematics (two classes) and Haitian studies (two classes) taught primarily in Haitian-Creole, and human biology (two classes) in which both languages were used equally. The program also offered health education (one class), American history (two classes), and career education (one class) which were taught primarily in English. In the spring, Project JOBS students were offered mathematics (two classes) taught in Haitian Creole, world studies (three classes) taught in English, practical biology (three classes) -- one taught in Haitian Creole and the other two in English, and eleventh-year math (one class) taught in English.

Although Project JOBS proposed no objectives in the areas of support services, staff development, or curriculum development, it reported activities in all these areas.

II. STUDENT CHARACTERISTICS

Virtually all Project JOBS students were born outside the United States. (See Table 1.) Most program students (43 percent) were from Haiti. Asian students comprised 23 percent of the population; students from the Middle East, 14 percent; Hispanics, 12 percent; and students from other countries, 8 percent. Many had never lived in a city before immigrating.

As often occurs with non-native speakers of English, grade placement was a problem, with many older students assigned to lower grades on the basis of their academic background. In fact, 58 percent of the JOBS students were overage for their grade level. (Table 2 presents a breakdown of JOBS students by age and grade.) They were generally Hispanic or Haitian students from low income homes, who were 16 years and over. Most of them were placed in high school because of age, although they did not have a ninth grade education. Israelis, Chinese, and Korean students were generally from middle class homes, entered the program with the appropriate level of educational background, and were not overage for grade placement.

Of the 133 students for whom data were available, more students (33 percent) were in grade nine than in any other grade. Males outnumbered females in all grades except the eleventh. The highest percentage (60 percent) of males were in grade nine. (See Table 3.) Half of the students were in their first year in the program. (See Table 4.)

TABLE 1

Number and Percent of Program Students
by Language and Country of Birth

Language	Country of Birth	Number	Percent
Haitian Creole	Haiti	104	43.2
Asian	Korea	12	5.0
	Hong Kong	18	7.5
	People's Republic of China	22	9.1
	Cambodia	3	1.3
	India	1	0.4
Spanish	Puerto Rico	7	2.9
	Central and South America	22	9.1
Middle Eastern	Israel	27	11.2
	Other Middle Eastern	6	2.5
Other		19	7.8
TOTAL		241	100.0

- The largest language group (43 percent) of program students were Haitian-born. They are native speakers of Haitian Creole.
- The second largest group of program students were Asian-born. Most students in this group are from the People's Republic of China and Hong Kong. They are native speakers of Mandarin and Cantonese.
- The third group is comprised of native Spanish speakers. Most of these students were born in Central and South America.
- A fourth group of students were born in the Middle East. Most of these students are from Israel and are native speakers of Hebrew.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	11	0	0	0	11
15	22	11	2	0	35
16	21	11	7	0	49
17	14	21	11	7	53
18	7	16	8	13	44
19	0	9	8	13	30
20	1	2	2	8	13
21	0	0	3	9	12
22	0	0	1	1	2
TOTAL	76	80	42	51	249
Overage Students					
Number	43	48	22	31	144
Percent	57	60	52	61	58

Note. Shaded boxes indicate expected age range for grade.

- Fifty-eight percent of program students are overage for their grade.

TABLE 3

Number and Percent of Program Students
by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	50	62	31	38	81	33
10	42	55	34	45	76	31
11	14	40	21	60	35	14
12	27	54	23	46	51	21
TOTAL	133	55[a]	109	45[a]	243	100

[a]Percent of program students.

- Males outnumbered females in all grades except the eleventh.

TABLE 4

Time Spent in the Bilingual Program*

Time Spent in Bilingual Program	Number of Students				
	Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	18	4	2	0	24
1 Academic Year	49	35	12	9	105
2 Academic Years	13	37	16	21	87
3 Academic Years and over	0	7	8	22	37
TOTAL	80	83	38	52	253

*Rounded to the nearest year.

- Half of the students were in their first year of this program.

III. FINDINGS: INSTRUCTIONAL COMPONENT

The evaluation findings are based on the results of standardized tests, an examination of project materials and records, classroom observations, and interviews with project staff. The findings are presented by objectives, as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

-- As a result of participating in the program, students in E.S.L. classes will master an average of one objective per month of treatment, as measured by the Criterion Referenced English Syntax Test (CREST).

The assessment instrument used to evaluate this objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

Table 5 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 85 percent in the fall and 61 percent in the spring.

Examination of Table 5 reveals that the program objective was met. In the fall, students mastered an average of 1.3 CREST objectives per month of instruction. In the spring, students mastered an average of 1.0 CREST objectives per month.

TABLE 5

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	63	12.2	7.1	17.5	6.2	5.3	4.5	1.8
2	52	15.1	6.3	19.3	5.1	4.2	2.8	1.4
3	55	10.8	3.3	13.1	2.3	2.3	2.3	0.8
TOTAL	170	12.6	6.1	16.6	5.5	4.0	3.6	1.3
				SPRING				
1	30	11.9	7.3	16.4	6.8	4.5	3.3	1.7
2	49	16.4	6.1	18.8	5.5	2.4	1.5	0.9
3	43	12.1	2.3	13.6	1.5	1.5	1.4	0.6
TOTAL	122	13.8	5.9	16.4	5.4	2.6	2.3	1.0

- The objective was met both semesters, with overall mastery rates of 1.3 and 1.0 in the fall and spring, respectively.

ENGLISH READING

-- Students in transitional or regular English classes will show significant gains in English reading achievement, as measured by the New York City Reading Test.

The instrument used to measure the objective on English reading achievement was the New York City Reading Test, which was administered in the fall and the spring. The pretest and posttest raw scores were converted to Normal Curve Equivalent (N.C.E.) scores. These have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 20, and a range from 1 to 99. Thus scores can be compared to the norming population. Because N.C.E.s are based on the norm group's score, students must gain at the same rate as the norm group to stay at the same N.C.E. Therefore, an N.C.E. gain, no matter how small, indicates improvement greater than that of the norm group, and a gain of 7 N.C.E. points is considered exemplary.

Data for both tests were available for nine non-E.S.L. students. Statistical significance was determined through the application of the correlated *t*-test model to demonstrate whether the difference between the pretest mean of 17.5 N.C.E. points (*S.D.*=7.6) and the posttest mean of 40.0 N.C.E. points (*S.D.*=21.0) is larger than would be expected by chance variation alone. There was a significant ($p<.05$) difference between pretest and posttest N.C.E. scores. Gains averaged 22 N.C.E. points (*S.D.*=22.0), far exceeding the program objective. Seven of the nine the students tested made gains.

NATIVE LANGUAGE ARTS

-- At least 70 percent of the students will score at or above a 65 percent passing level in native language arts each semester.

In the fall program, students enrolled in native language arts courses attained a passing rate of 97.4 percent. The passing rate in the spring was 94.2. Thus, the program objective was surpassed both semesters.

TABLE 6

Passing Rates for Courses in
Native Language Arts by School

School	FALL		SPRING		TOTAL
	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
South Shore	12	91.7	22	95.5	94.1
James Madison	65	98.5	63	93.7	96.1
TOTAL	77	97.4	85	94.2	95.7

CONTENT-AREA INSTRUCTION

The program did not propose an objective in this area. However, bilingual content-area courses were offered at South Shore. Students' final grades in content area courses are listed in Table 7 for descriptive purposes. Passing rates were very high, indicating that students were doing very well in these areas.

TABLE 7

Passing Rates for Content-Area Courses

Course	FALL		SPRING		TOTAL
	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Mathematics	192	81.3	21	85.7	81.7
Sciences	176	79.0	59	86.4	80.8
Social Studies	208	87.5	118	83.1	85.9
AVERAGE		82.8		84.3	83.2

CAREER COURSES

-- At least 70 percent of the students will score at or above the 65 percent passing criterion in career awareness and employment-related courses each semester/year, as measured by teacher-made tests.

The passing rates of students enrolled in career awareness and employment related courses were 90.0 percent in the fall and 82.5 percent in the spring. Thus, the objective was surpassed both semesters.

ATTENDANCE

-- As a result of participating in the program, students' attendance will be significantly higher than the attendance of mainstream students.

The statistical significance of the difference between program and school attendance was determined through the application of a z-test for the significance of a proportion.*

The attendance rate for program students was 89.1 percent, approximately 16 percentage points above the schoolwide attendance rate (72.9 percent). The z-test results ($z=4.71$) indicate that the difference in attendance rates is statistically significant ($p<.05$). Thus, the program objective was met.

*Bruning, J.L. and Kintz, B.L. Computational Handbook of Statistics, Scott, Foresman, and Company, 1968.

IV. FINDINGS: NON-INSTRUCTIONAL COMPONENT

Although the project did not propose any evaluation objectives in the areas of support services, staff development, or curriculum development, it reported activities in these areas.

SUPPORT SERVICES

At South Shore, support services consisted of four days a week of tutoring (in English and Haitian Creole) by the resource teacher and para-professional; daily personal advisement in English and in Haitian Creole by all staff members, particularly the career counselors; weekly career-orientation sessions in English and Haitian Creole; college advisement activities, including outside speakers, seminars, and college visits, at intervals ranging from once a semester to once a month (in English); weekly and bi-weekly after-school group counseling sessions conducted, respectively, in Haitian Creole by the resource teacher, and in English by a school psychologist intern; and weekly career-related E.S.L. lessons. At Madison, support services included daily academic tutorials and personal advisement, and career-related E.S.L. lessons. In addition, project staff at both sites made referrals for out-of-school services on an as-needed basis. Family contacts at both sites consisted of phone calls on an as-needed basis, regular mailings, and regular school- and program-related activities. In addition, at South Shore an educational assistant made home visits on an as-needed basis and a parents' advisory committee met once a term.

STAFF AND CURRICULUM DEVELOPMENT

Activities included monthly departmental meetings, school faculty conferences, and workshops in educational methodology and E.S.L. teaching methods, two yearly conferences in mastery leaning, and two workshops per term on E.S.L. materials. In addition, staff members attended on-site workshops on the use of computer software in E.S.L., career education, English writing, and methods in bilingual education. Project staff members also participated in eight workshops on the use of microcomputers in bilingual education and one workshop on E.S.L. software, held by the Bilingual Education Multifunctional Support Center at Teachers' College; workshops on career education and bilingual student assessment, held by the Board of Education; and conferences of the National Association of Bilingual Education, the New York State Association of Bilingual Education, the New York State Association of Bilingual Education, and The New York Teachers of English to Speakers of Other Languages. Project staff members also attended lectures on computer software in E.S.L., career education, English writing, and methods of bilingual education. The project coordinator, secretary, and three bilingual teachers were enrolled in a total of nine university courses.

Materials in Haitian Creole were under development in hygiene, science, Haitian culture, economics, and career development.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The JOBS project was fulfilling the needs of LEP students who otherwise would have been in the mainstream population of South Shore and Madison High Schools, where their linguistic deficiencies would have deprived them of equal access to educational opportunities. The project grade advisor was sensitive to the special problems and needs of LEP students. In addition to tracking academic progress, she also helped JOBS students deal with whatever problems of social and linguistic adjustment they had. In fact, the entire staff seemed dedicated to this approach, and practically all of them undertook educational or other services that went beyond their job descriptions in order to address the full spectrum of student needs.

Students seemed to enjoy the special attention the project gave them, and there was clear-cut evidence that the extra attention they received had paid off handsomely in improved attendance and high achievement rates. The director of Project JOBS was extremely capable. The project's success in promoting high attendance and achievement rates was in large part a result of his strongly held belief that bilingualism is an asset to be capitalized on rather than a deficit to be overcome.

The project was well received by the administrations and staffs at both schools, and was praised for alleviating a problem having schoolwide ramifications. The principals of both South Shore and James Madison expressed eager support for the project and were strongly committed to an E.S.L. approach. Both acknowledged that Project JOBS provided services that the school would not otherwise have been able to provide to its LEP

students. When the project mainstreamed students academically, it continued to advise them and monitor their progress throughout high school.

RECOMMENDATIONS

By pooling their resources, South Shore and Madison High Schools could improve their ability to assist the group that is enrolled in the greatest number at each school. Since South Shore High School already has the capacity to give native language instruction in Haitian Creole, the staff at Madison High School can provide this information to Haitian students and help them transfer if they choose to do so. Madison might seek a Chinese teacher for its 62 students of Chinese descent, as well as for those students from South Shore willing to avail themselves of this resource.

VI. APPENDIX

APPENDIX A

STAFF CHARACTERISTICS: PROFESSIONAL AND PARAPROFESSIONAL STAFFS

Title/Function Note: Please do not include names	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
Project Director	100%	M.A. Ed. Admin., M.A. Ed. Psych., M.A. Science Ed.	Yes	8	8
Career Counselor/ ESL Teacher	60% 40%	M.A. Linguistics	Yes	13	9
Resource Teacher/ Curriculum Developer	60% 40%	M.A. Fine Arts	Yes	3	3
Bilingual Teacher	100%	M.A. French	Yes	15	10
Bilingual/ ESL Teacher	60% 40%	B.A. English	Yes	9	6
Bilingual/ ESL Teacher	20% 80%		Yes		
ESL Teacher	80%	M.A. ESL	Yes	16	8
Educational Assistant	100%	High School Diploma	N/A	7	6

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